DOCUMENT RESUME

ED 420 474 RC 021 581

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TITLE Vermont Employer/Teacher Internship Program.
PUB DATE 1997-11-00
NOTE 32p.; In: Connecting Learning & Work: The Rural Experience. Proceedings of the School-to-Work in Rural Communities in the Northeast Technical Assistance Conference (Saratoga Springs, NY, November 17-18, 1997); see RC 021 578.
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Cooperative Programs; Education Work Relationship; Educational Benefits; Elementary Secondary Education; Inservice Teacher Education; *Internship Programs; *Professional Development; *School Business Relationship; Summer Programs
IDENTIFIERS *Vermont

ABSTRACT

The Vermont Employer/Teacher Internship Program was started in 1992 as a collaborative effort to place science and math teachers in related internships in business. In 1995, the Vermont School-to-Work (STW) Initiative joined the collaboration and the goal was expanded to teachers of all disciplines. Qualified educators, whose professional development interests match with meaningful projects in the workplace, are hired by employers to work full-time for six weeks in the summer. Internship experiences provide educators and employers with a direct cultural exchange: allowing educators to experience workplace practices and skills, and allowing employers to learn about their practices and products through the "eyes" and questions of professional educators. The 14 regional STW coordinators and their volunteers recruit qualified educators and employers, help employers to identify needed projects for educators to complete, assist in planning and implementation of summer internships, and facilitate ongoing evaluation and relationship-building. Following a list of program goals, the benefits of the program and participation criteria are listed for employers, educators and students, the school, and STW regional coordinators and volunteers. Attachments include sample forms and form letters and a timeline for the activities of STW personnel. (SV)

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ED 420 474

Vermont Employer/Teacher Internship Program

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James Sullivan

Presenters: Robin Morton
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RC 021581

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Background

The Vermont Employer/Teacher Internship Program was started in 1992 as a collaborative effort between the Math Coalition and VISMT (Vermont Institute for Math, Science and Technology, an NSF funded organization to systematically reform math, science and technology education in Vermont). The initial goal was to place science and math teachers in related internships in businesses. In 1995, the STW Initiative joined the collaboration and the goal was expanded to teachers of all disciplines.

What It's All About

The Vermont Employer/Teacher Internship Program (VETIP) - a component of the federally-funded Vermont School-To-Work Initiative - is designed to give educators and employers a field experience which promotes and strengthens business/school partnerships and increases school-to-work learning opportunities for K-14 students.

Qualified educators, whose professional development interests match with meaningful projects in the workplace, will be interviewed and hired by employers to work full-time for six weeks during the summer. The internship experience provides educators and employers with a direct cultural exchange - allowing educators to experience workplace practices and relevant workplace skills and allowing employers to learn about their product, service or practices through the eyes and questions of professional educators.

Teachers integrate their experience into their Individualized Professional Development Plans required for Vermont licensing. The educator and employer will be mutually responsible for further developing their partnership throughout the following school year, reporting on their experience to the full faculty and at least one local business organization, and creating a final product or portfolio.

The internship experience gives educators direct access to other workplaces and increases awareness of current business practices, trends and relevant workforce skills. Educators and business professionals work together to help students make vital connections between learning in the classroom and application to careers and work. Positive changes, in both content and teaching methods, provide improved academic experiences for today's students.

The VETIP goals are to improve student learning and to build strong business/school partnerships. In this way, it supports the learning goals established in Vermont's Framework of Standards & Learning Opportunities. Teachers support these goals by acquiring motivation and knowledge useful to their teaching.

Employers support them by gaining greater understanding of the educator's perspective through the internship experience. Outcomes of the VETIP experience are:

- Increased communication and understanding among employers, educators and other community partners;
- Enhanced learning opportunities for children;
- Teachers and students making strong connections between classroom skills and workforce skills;
- Better prepared students entering the workforce;
- A viable avenue for teacher and employer professional development and growth; and
- Employer deriving direct organizational benefits from the professional contributions of teachers.

Getting Involved

Vermont businesses cannot find enough skilled employees to fill the jobs currently available. Employers are saying they are having to provide basic math and writing skills to many of those just exiting high school. Vermont has an 18 percent high school dropout rate. This number is disproportionately higher in rural areas where there is a lack of access to resources.

- Fifty percent of Vermont high school graduates go on to college. Of these, only 25 percent will receive a four-year degree.
- The Vermont State College system has reported that 30% of college freshmen need remedial courses in writing and math.
- Very few employers understand the challenges of teaching and student behavior.
- The rapid development of technology means that students need to continually develop their skills to be able to use technological innovations in the workplace and in the community.

How It Works

The Vermont Employer/Teacher Internship Program (VETIP), through a grant from the federally-funded School-To-Work (STW) Initiative, has developed a comprehensive program to link businesses and schools. The fourteen regional STW coordinators and their volunteers recruit qualified educators and employers, assist employers in identifying needed projects for educators to complete, facilitate the planning and implementation of the 6-week summer internship, and facilitate the on-going evaluation and relationship-building of the school and business.

The VETIP goals are to improve student learning and to build business/school partnerships. In this way, it supports the learning goals established in Vermont's Framework of Standards & Learning Opportunities. Teachers support these goals by acquiring motivation and knowledge useful to their teaching. Employers support them by gaining greater understanding of teaching through the internship experience. Outcomes of the VETIP experience are:

- Increased communication and understanding among employers, educators and other community partners;
- Enhanced learning opportunities for children;
- Teachers and students making strong connections between classroom skills and workforce skills;
- A viable avenue for teacher and employer professional development and growth;
- Better prepared students entering the workforce; and
- Employers deriving direct organizational benefits from the professional contributions of teachers.

Benefits for Employers

By becoming an internship sponsor, employers will:

- have a short-term project of value completed by a professional;
- support the move toward high-quality, standards-based teaching and learning in your schools;
- gain public and press acknowledgment of your investment in the schools and the children;
- develop a lasting relationship with the students, teachers and administrators;
- improve performance levels of incumbent employees who participate as educator supervisors;
- raise the awareness and visibility of your products and services to an important group of educators and families;
- ultimately, assist in preparing the future workforce for your business by increasing skills and employability of students;
- ultimately, reduce the costs of recruiting selecting and training new workers;
- allow your employees to share in the pride of participating in a project that will help their children; and
- have the opportunity to earn three undergraduate or graduate credits.

Criteria for Employer Participation

By becoming an internship sponsor, your company can interview and employ one or more professional educators for 6 weeks in the summer to:

- review and revise employee training programs;
- revise training manuals;
- assist in training;
- design databases, web sites, in-house newsletters, marketing materials, etc.;
- analyze data;
- special department projects;
- test markets; and
- you name it!

Internships cost between $2,000 - $3,000 depending on comparable, professional salary for the proposed work. (In some regions, there are federal funds available to support a portion of the internship costs for the first year.)

To participate as an internship supervisor, we ask you and/or a designated employee to agree to:

- Support the move toward high-quality, standards-based instruction in your schools;
- Act as "ambassador of change" - promote community partnerships as an educational improvement strategy;
- Make a commitment to building an on-going relationship with the teacher and school;
- Set clear expectations and responsibilities for the teacher intern;
- Attend one orientation and one follow-up session;
- Meet regularly with the intern to review performance;
- Support release-time for internship supervisor to make a presentation before faculty;
- Attend year-end evaluation presentation;
- Opportunity to earn three undergraduate or graduate credits; and
- Sign letter of agreement to this effect.

As a result of your commitment your regional school-to-work collaborative and VETIP will:

- Formally recognize your VETIP participation before the full faculty and in the regional press;

- Assist you in designing a work plan with your intern;
- Facilitate the orientation and supervision process;
- With your teacher intern, inform you of the student learning outcomes; and
- Support all activities developed between your business and the school.

Benefits to Educators and Students

By becoming an VETIP intern you will:

- learn valuable new skills from a new worksite;
- support the move toward high-quality, standards-based teaching and learning in your schools by connecting your internship experience to your individual professional development plan;
- gain public and press acknowledgment of your commitment to teaching and students;
- develop a lasting relationship with the employees of your sponsoring business;
- raise the awareness and visibility of your increased knowledge to your faculty and administration;
- earn between $2,000 - $3,000 during 6 summer weeks, depending on comparable, professional salary for the proposed work; and
- earn three graduate credits.

Criteria for Educator Participation

The application process is competitive. K-12 teachers, administrators, guidance counselors and post-secondary educators may apply. Teachers from all content areas and specialties will be considered. Applicants will be screened by the regional school-to-work site coordinators. Finalists will be matched with regional employers who have identified specific business needs which align with the teacher's interests, skills and professional goals. Employers will interview and select candidates who best meet qualifications for the project.

In order to qualify and be accepted, we ask that you agree to:

- Act as the primary person responsible for facilitating the year-long partnership between your sponsoring business and your school;
- Support the move toward high-quality, standards-based instruction in your schools;
- Act as "ambassador of change"- promote community partnerships as an educational improvement strategy;
- Attend one orientation and one follow-up session;

- Integrate individual professional development goals with the VETIP experience;
- Fulfill the six week summer worksite requirements for payment of salary;
- In the fall, conduct follow-up presentation, with employer supervisor, to faculty concerning the experience and ways to integrate it into the class and/or school;
- Document changes in instruction throughout school year and create a "product" to demonstrate change;
- By the spring of the following year, conduct end-of-year presentation of product and evaluation to school supervisor, employer and employer supervisor; and
- Sign letter of agreement to this effect.

Benefits to the School

By becoming a VETIP school you will:

- Support the move toward high-quality, standards-based teaching and learning in your schools;
- Gain public and press acknowledgment of your commitment to community partnerships and educational improvement;
- Develop a lasting relationship with the sponsoring business;
- Support the sharing of the internship experience with other colleagues and community members; and
- Raise the awareness and visibility of your progressive education efforts to the community.

Criteria for School District Participation

In order for the VETIP experience to have a successful impact on student learning, commitment of the school and or district administration is crucial. An important component of the VETIP application process is agreement by a school administrator. We ask that you:

- Make a commitment to supporting the goals of the VETIP experience through the planning, implementation and follow-up phases;
- Act as "ambassador of change" - promote community partnerships as an educational improvement strategy;
- Commit to building an on-going relationship with the sponsoring employer;
- Support VETIP in-service presentations for faculty;
- Support integration of VETIP experience with the teacher's individual professional development plan;
- Attend year-end evaluation presentation; and
- Sign letter of agreement to this effect.

STW Regional Coordinators &/or Volunteers Benefit Too

By facilitating VETIP partnerships in your region you will:

- Support the move toward high-quality, standards-based teaching and learning in your schools;
- Gain public and press acknowledgment of your commitment to community partnerships and educational improvement;
- Develop a finite task for some members of your partnership;
- Build a self-sustaining program with documented outcomes; and
- Raise the awareness and visibility of your progressive education efforts to the community.

Responsibilities of STW Regional Coordinators &/or Volunteers

In order for the VETIP experience to have a successful impact on student learning, the consistent facilitation of the partnership is crucial. An important component of VETIP is agreement by the regional STW coordinator and/or designated volunteers to: recruit employers and educators for the program; attend orientation and follow-up sessions; facilitate awards and press coverage; and administer the completion of the final evaluation. We ask that you and/or your designated volunteers:

- Make a commitment to supporting the goals of the VETIP experience through the planning and implementation, and evaluation phases;
- Act as "ambassadors of change" - promote community partnerships as an educational improvement strategy;
- Commit to supervising and promoting the on-going relationship between the school and the employer; and
- Attend orientation, follow-up session and year-end educator presentation; and
- Sign letter of agreement to this effect.

Budget

The program has been coordinated for the past two years by a part-time coordinator who assisted local partnerships in recruiting both businesses and teachers. A handbook and a related course through the University of Vermont was also developed. The cost of the program varies in each location. Some STW partnerships have paid the wages of the intern in order to get more businesses to try out the program. In other locations, businesses pay the intern. The hope is that each region will be able to assume the coordination once the foundation has been established, thus lessening the need for statewide coordination.

Results

The program has been very successful and the number of teacher/interns has grown each year as well as an increased number of businesses who participate. Business partners report satisfaction with being able to use high skilled teachers in projects and having a closer relationship with education. Teachers report that the experience has changed both what they teach and the way they teach.

Contact Person

Robin Morton
Vermont Chamber of Commerce
Business-Education Partnership
PO Box 649
Montpelier, VT 05601
Phone: (802) 223-0603
E-mail: mortons7@aol.com

Vermont

SCHOOL TO WORK

The Vermont Employer/Teacher Internship Program

EMPLOYER INTEREST FORM

~ NAME OF COMPANY: _____ DATE_____

CONTACT PERSON:_____ TITLE: _____

CHIEF EXECUTIVE OFFICER: _____

ADDRESS: _____ BUSINESS PHONE: _____

_____
(ZIP)

E-MAIL _____ FAX _____

REGIONAL SCHOOLS OF INTEREST TO YOU OR YOUR BUSINESS:

_____

ADDRESS_____

PROJECTS UNDER CONSIDERATION FOR INTERNSHIP:_____

_____

_____

TECHNICAL SKILLS, EXPERTISE NECESSARY FOR INTERNSHIP PROJECT, IF YOU KNOW:

_____

_____

ANTICIPATED INTERN SALARY FOR 6 WEEK, 40 HR. PER WEEK PROJECT:

_____

WOULD YOU LIKE ASSISTANCE IN IDENTIFYING INTERNSHIP PROJECT? _____ _____
yes no

ARE YOU INTERESTED IN EARNING UNDERGRADUATE OR GRADUATE CREDIT FOR YOUR PARTICIPATION?: _____ _____
yes no

WHAT MOTIVATED YOU/ YOUR BUSINESS TO PARTICIPATE? _____

_____

_____

_____

PLEASE RETURN FORM TO :

Vermont
SCHOOL TO WORK

The Vermont Employer/Teacher Internship Program

EDUCATOR APPLICATION FORM

NAME _____ DATE_____

ADDRESS _____ HOME PHONE _____
_____ SCHOOL PHONE _____
(ZIP)

E-MAIL _____ SOC. SEC.# _____

SCHOOL NAME _____
ADDRESS _____

SUPERVISOR or PRINCIPAL _____

UNDERGRADUATE DEGREE(S) _____

MAJOR _____ INSTITUTION _____
(YEAR)

FIELD(S) OF CERTIFICATION _____

GRADUATE CREDITS or DEGREE(S) _____

MAJOR_____ INSTITUTION_____
(YEAR)

CURRENT POSITION & YEARS _____
PREVIOUS POSITION(S) & YEARS _____

CURRICULUM DEVELOPMENT EXPERIENCE _____
_____

PUBLICATIONS/PRESENTATIONS _____

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS _____
_____

AWARDS _____
_____

OTHER QUALIFICATIONS? _____

WHAT MOTIVATED YOU TO APPLY?_____

_____

_____

AREA(S) OF INTEREST FOR INTERNSHIP PLACEMENT (e.g. Human Resources, Marketing, Production, Engineering, Labs, etc.) _____

_____

_____

TECHNICAL SKILLS & LAB EXPERIENCE_____

_____

COMPUTER EXPERIENCE_____

_____

OTHER WORK EXPERIENCE (Include extracurricular activities & personal interests) _____

_____

_____

REGIONAL WORKSITES THAT WOULD APPEAL TO YOU _____

_____

PLEASE RETURN APPLICATION TO :

The Vermont Employer/Teacher Internship Program

EDUCATOR RECOMMENDATION FORM

The Vermont Employer/Teacher Internship Program is a six-week-long summer program that places an educator in a business to do meaningful project work, followed by a year-long commitment of the educator, the school and employer. The VETIP goals are to improve student learning and to build business/school partnerships. In this way it supports the learning goals established in Vermont's Framework of Standards & Learning Opportunities. Teachers support these goals by acquiring motivation and knowledge useful to their teaching. Employers support them by gaining greater understanding of teaching through the internship experience.

Please complete this form and return to:

Applicant's Name _____ School _____

	EXCEPTIONAL	SATISFACTORY	UNSATISFACTORY	UNKNOWN
Scholarship				
Language Usage (oral & written)				
Leadership				
Cooperativeness				
Personality				
Probable success as an intern				
Probable success as curriculum developer				

Comments: _____

Professional relationship to applicant _____

Qualifications of applicant to fulfill the goals of VETIP _____

Name _____ Signature _____ (Date)

Address _____ Position _____

_____ Phone _____

Vermont
SCHOOL TO WORK

The Vermont Employer/Teacher Internship Program

Revised Next Steps - for STW Coordinators/Volunteers

Matching Educator Applications with Employer Interest

Response to Educator Applications: MARCH

Mail a response letter from your regional partnership to include:

1) thanking and acknowledging receipt of application;

2) reminding educators that based upon their applications and skills, employers may or may not phone for interviews;

3) asking them to prepare a resume & list of interests and skills or professional portfolio for job interview;

4) ask them to inform you if they are intending to enroll at UVM for 3 graduate credits;

5) to expect word from employer or STW partner by end of May.

Vermont State Mathematics Coalition
Mathematics • Science • Technology

VISMT

4/16/97

Response to Interested Employers: MARCH

Mail (and phone - for personal touch) each contact to include:

1) thanking and confirming their financial commitment of the dollar amount completed on the form;

2) ask them to inform you if they are interested in enrolling at UVM for 3 graduate or undergraduate credits;

3)reminding them that they will be receiving names, addresses and and copies of educator application forms no later than April 28;

4) remind them that they are to schedule interviews with the educators before May 16;

5) ask that they inform educators by mail that they have been selected - or not - no later than May 16;

6) ask that they enclose pertinent background materials on the business with confirmation letter in preparation for the June orientation session;

7) mail the names of their selections to you, the STW regional coordinator.

Administration **By APRIL 28**

1.) Compile a mailing list of employers & educators who wish to enroll at UVM for graduate credit. Mail to Nancy Cathcart.

Match-making Educators with Employers: APRIL

1.) Gather a team (from your Professional Development Committee?) to review Educator Applications and Employer Interest Forms and to make matches for employer interviews.

2.) Mail appropriate matches to employers no later than April 28, with reminders to finish interviews and announcements by May 16.

Supporting Internship Matches **MAY' 97 - MAY '98**

1.) Mail congratulatory letters to all three partners from each internship after selections have been made (educator, employer and school administrator) to include:
   a.) letter of agreement for each to sign and return to you prior to orientation;
   b.) UVM application for college credit and course syllabus,
   c.) include orientation agenda and direction maps. **May**

2.) Attend the VETIP orientation training in your region, **June**

3.) Plan one visit to each of your internship placement , **July- August.** (Nancy to accompany you if intern or employer is enrolled in UVM)

4.) Prompt the intern partners in your region to remind you of their faculty/business organization presentation schedules so that you and your invited media contacts can attend, **Sept. - Nov.**
   - present certificates to "Ambassadors of Change" - photo op.

LOGO

SAMPLE RESPONSE LETTER FOR EMPLOYER APPLICANTS

Date

Name
Business
Address

Dear First Name:

Thank you for your interest in employing an educator through the Vermont Employer/Teacher Internship Program for 1997-1998. I have received your completed interest form and confirm your offer to pay $_____.

In the next few weeks, our STW partnership will review the applications and submit appropriate ones to you. We ask that you:

schedule interviews with the ones you deem qualified for the project(s) you have in mind, between April 11 and May 2;

select and inform the hired applicant(s) no later than May 9
and in the acceptance letter, please enclose pertinent materials about your business in preparation for orientation;

inform those whom you interviewed who were not selected by May 9;

return report of whom you hired, interviewed and did not interview to me.

We have asked the educators to prepare resumes, lists of skills and/or professional portfolios for their interview so that you can make a well-informed decision.

Please phone me if you are intending to enroll in the University of Vermont for undergraduate graduate credit for this experience. I will mail you the enrollment materials and course syllabus.

Best wishes. And thank you for your dedication to Vermont's children and our future workforce.

Sincerely,

Regional STW Coordinator

Regional Partnership Address *Phone #*

LOGO

SAMPLE RESPONSE LETTER FOR EDUCATOR APPLICANTS

Date

Name
School
Address

Dear First Name:

Thank you for applying for the Vermont Employer/Teacher Internship Program for 1997-1998. I have received your completed application and two recommendation forms.

In the next few weeks, our STW partnership will review the applications and submit them to appropriate interested employers. If you are chosen for an interview, the employer(s) will contact you directly by the end of April. If you are not selected for interviews you will hear from us or the employer by the end of April.

In the meantime, it would be a good idea for you to develop your resume and list of skills or professional portfolio in anticipation of the job interview. Employers involved in this program in the past have been delighted with the professional portfolios - and have, in some cases, instituted them in their own hiring practices.

Please phone me if you are intending to enroll in the University of Vermont for graduate credit for this experience. If you are hired, I will mail you the enrollment materials and course syllabus.

Best wishes. And thank you for your dedication to Vermont's children.

Sincerely,

Regional STW Coordinator

Regional Partnership Address *Phone #*

SCHOOL TO WORK

The Vermont Employer/Teacher Internship Program
Letter of Agreement

In accepting a Vermont Employer/Teacher Internship Program placement, we, _____ (Print educator name), _____ (Print employer name), agree to:

- Support a six-week internship experience followed by a year-long commitment to further develop the partnership as outlined by VETIP;
- Attend VETIP orientation & post-internship forums;
- Present outcomes of the 6 week experience to faculty and the business community;
- Co-develop a workplan, a teacher portfolio and a product or project completed during the internship as described in the VETIP notebook;
- Complete a Pre- and Post-Evaluation Survey;
- Co-present the finished product and portfolio to school administrator(s), Spring '98.

The employer will pay the teacher _____.
(Payment schedule & dates from workplan)

If the internship is being partially paid or fully funded by your regional School-to-Work partnership, the partnership will pay the teacher _____.
(Payment schedule & dates from workplan)

Have fun learning from each other while partnering to help students be prepared for the world of work.

_____ (Signature of Educator) (Date)

_____ (Signature of Employer Supervisor) (Date)

Approved by:

_____ (Signature of School Administrator) (Date)

If being paid in part or full by STW:

_____ (Signature of regional STW coordinator) (Date)

TOP TEN REASONS TO PARTNER TEACHERS WITH EMPLOYERS

Vermont Employer/Teacher Internship Program

10. EMPLOYERS GAIN PROFESSIONAL, TEMPORARY STAFF TO ACCOMPLISH AN IMPORTANT JOB.

9. THE "CROSS-CULTURAL EXCHANGE" INCREASES COMMUNICATION AND UNDERSTANDING AMONG EMPLOYERS, TEACHERS AND OTHER COMMUNITY PARTNERS.

8. TEACHERS EXPERIENCE FIRST-HAND THE IMPORTANCE OF GETTING TO WORK ON TIME, DRESSING APPROPRIATELY, TEAM-WORK, DEPENDABILITY, AND A POSITIVE "CAN DO" ATTITUDE.

7. TEACHERS SEE NEW WAYS TO APPLY TECHNOLOGY IN THE CLASSROOM.

6. EMPLOYERS GAIN NEW INSIGHTS INTO STUDENTS AND TEACHERS IN SCHOOL.

5. TEACHERS CAN DEMONSTRATE FOR STUDENTS THE RELEVANCE OF WHAT THEY LEARN IN THE CLASSROOM AS IT RELATES TO WHAT THEY NEED TO KNOW AND BE ABLE TO DO IN FUTURE WORK, EDUCATION AND TRAINING.

4. SCHOOLS AND BUSINESSES DEVELOP HONEST, MUTUALLY-ENRICHING, SUSTAINING RELATIONSHIPS.

3. EMPLOYERS GAIN ACCESS AND CONTRIBUTE TO THE DEVELOPMENT OF A TALENTED LABOR POOL, REDUCING THE COSTS OF RECRUITING, SELECTING AND TRAINING NEW WORKERS.

2. SCHOOLS GAIN INCREASED COMMUNITY SUPPORT.

1. STUDENTS ARE PREPARED FOR HIGH-SKILL, HIGH-WAGE CAREERS AND FULL AND PRODUCTIVE LIVES.

The Vermont Employer/Teacher Internship Program

Internship Workplan

EDUCATOR: _____ **SCHOOL & TOWN:** _____ **FIELD:** _____

EMPLOYER SUPERVISOR: _____ **EMPLOYER:** _____ **TOWN:** _____

INTERNSHIP/DEPT.: _____ **DATES OF INTERNSHIP:** ***(start)*** _____ ***(end)*** _____

WORK SCHEDULE: ***(Days)*** _____ ***(Time)*** _____ ***(Hrs. per week)*** _____

SALARY & PAY SCHEDULE: _____ **PAYMENT PROVIDED BY STW:** _____

EMPLOYER/TEACHER SCHEDULED PROGRESS REVIEWS: ***(Dates)*** _____ ***(Times)*** _____
(e.g. 1 hr. per week, 8:30 AM)

PHASE I - 6 WEEK INTERNSHIP
JOB DESCRIPTION OF INTERN:

GOALS: **ACTIVITIES:** **TIMELINE:**

PHASE II - SCHOOL YEAR ACTIVITIES - Anticipated connections for change in the classroom

ROLES OF TEACHERS & EMPLOYERS:	PLANNED ACTIVITIES:	TIMELINE:

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SAMPLE

The Vermont Employer/Teacher Internship Program

Internship Workplan

EDUCATOR: _Sarah Dominque_____ **SCHOOL & TOWN:** _____ **FIELD:** ___ _____

EMPLOYER: _TDS Telecom_____ **EMPLOYER SUPERVISOR:** _Ritva Carlson_____ **TOWN:** _____

INTERNSHIP/DEPT.: _____ **DATES OF INTERNSHIP:** ***(start)*** _1/1/96_____ ***(end)*** __12/9/96_____

WORK SCHEDULE: ***(Days)*** _Mon. - Fri._____ ***(Time)*** _8:00 - 5:00_____ ***(Hrs. per week)*** ___40_____

SALARY & PAY SCHEDULE: __$400 per week_____ **PAYMENT PROVIDED BY STW:** _____

EMPLOYER/TEACHER SCHEDULED PROGRESS REVIEWS: ***(Dates)*** _____ ***(Times)***_____
(e.g. 1 hr. per week, 8:30 AM)

JOB DESCRIPTION OF INTERN:

- To develop grade appropriate educational kits, k-12, for TDS Telecom managers to use when giving presentations in schools. Kits to include: lessons, follow-up activities, materials needed, and teaching tips.
- To research Advantage III Program, and prepare a document for employees who demonstrate an interest in the program.

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GOALS	ACTIVITIES	HOURS/DAYS OF WEEK
1.) Gain exposure to company policies regarding dress code, code of conduct and confidentiality requirements.	Basic Windows/Word/cc Mail/ LAN training Department orientation Networking for information, key contacts and materials	Week 1 - Mon. - Fri. Week 1 Week 1 - 2

SAMPLE

GOALS	ACTIVITIES	HOURS/DAYS OF WEEK
3.) Gain experience in a business setting which will be useful to take back to the classroom to integrate into teaching.	Miscellaneous office experiences - making phone calls, use of cc mail	Week 1 - 6
	Daily interactions and collaboration with co-workers	Week 1 - 6
	Following company policies and procedures	Week 1 - 6
4.) Gain experience in developing curriculum for use by a business in a school setting.	Write presentation tips	Week 2
	Write guidelines for school contact	Week 2
	Work with Creative Services to design materials for kits	Week 3
5.) Demonstrate an awareness of and knowledge about the increased use of telephone and computer technology.	Shadow a lineman for research purposes	Week 3
	Development of Kits: A Day in the life of Lineman, Cable Technology, So What Do You Want To Do With Your Life?	Week 3
	Finalize and publish all kits	Week 3 - 6
	Advantage III - Prepare a document describing: - a sample case study; - how to access potential candidates; - how to interview candidates; - how to choose interns; - tips for working with and supervising interns	Week 4 - 6

STW logo and regional STW address

DRAFT LETTER for VETIP ORIENTATION
EDUCATOR VERSION

Dear (Name of Educator):

Congratulations! We are delighted that you are participating in the Vermont Employer/Teacher Internship Program for 1997-1998. *(You could insert information about the placement here if you have not already done so.)* We expect that your experience over the next year will be deeply rewarding for you. We also know from past participants, that you are likely to learn a great deal more than you expect, while contributing to meaningful instructional change that positively impacts our children.

To make the most of your experience we invite you to attend the VETIP Orientation Program scheduled for *(day, time, place)*. These few hours are designed to help you make an easy transition into your employer's worksite, give some examples of what to expect, and help you co-create a meaningful workplan with your employer supervisor. We also ask that you bring a recent copy of your Individualized Professional Development Plan (IPDP) if you have one.

We have designed the orientation to be relevant to the needs of both educators and employers based on past year reviews. We sincerely hope that you will make your best effort to be there.

Attached is a map and the proposed agenda. Please RSVP to me by *(date, one week in advance of orientation)*.

Thank you for your willingness to be such an important part of the Vermont Employer/Teacher Internship Program.

Sincerely,

Your name

STW logo and regional STW address

DRAFT LETTER for VETIP ORIENTATION
EMPLOYER VERSION

Dear (Name of Employer):

Congratulations! We are delighted that you are participating in the Vermont Employer/Teacher Internship Program for 1997-1998. *(You could insert information about the teacher and position here if you have not already done so.)* We expect that your experience over the next year will be deeply rewarding for you. We also know from past participants, that you are likely to gain a great deal more than you expect, while contributing to meaningful instructional change that positively impacts our children.

To make the most of your experience we invite you to attend the VETIP Orientation Program scheduled for *(day, time, place)*. These few hours are designed to help you create an easy transition for your intern, give some concrete examples of what works ad what does not from folks who have done it before, and help you co-create a meaningful workplan with your intern.

We have designed the orientation to be relevant to the needs of both educators and employers based on past year reviews. We sincerely hope that you will make your best effort to be there.

Attached is a map and the proposed agenda. Please RSVP to me by *(date, one week in advance of orientation)*.

Thank you for your willingness to be such an important part of the Vermont Employer/Teacher Internship Program.

Sincerely,

Your name

STW logo and regional STW address

DRAFT LETTER for VETIP ORIENTATION
SCHOOL ADMINISTRATOR VERSION

Dear *(Name of School Administrator)*:

Congratulations! We are delighted that *(name of educator, school)* are participating in the Vermont Employer/Teacher Internship Program for 1997-1998. *(You could insert information about the placement here if you have not already done so.)* We expect that his/her experience over the next year will be deeply rewarding for him/her and for the students. We also know from past participants, that he/she is likely to gain a great deal more than expected, while contributing to meaningful instructional change that positively impacts our children.

To make the most of the experience we invite you and *(name of educator)* to attend the VETIP Orientation Program scheduled for *(day, time, place)*. These few hours are designed to help you learn more about VETIP, to allow the educator intern and the employer to learn ways to make the transition meaningful, give some concrete examples of what works and what does not, and to create a meaningful workplan.

We have designed the orientation to be relevant to the needs of both educators and employers based on past year reviews. We sincerely hope that you will make your best effort to be there.

Attached is a map and the proposed agenda. Please RSVP to me by *(date, one week in advance of orientation)*.

Thank you for your willingness to be such an important part of the Vermont Employer/Teacher Internship Program.

Sincerely,

Your name